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ABSTRACT

A review of evaluation forms designed to measure the effectiveness of teacher inservice workshops reveals the absence of a standardized, norm-referenced measurement instrument. The State of Texas Education Service Center (Region 20) has developed an instrument to meet the necessary research criteria. Applicability, ease of administration, and relevance to significant data are the research concerns tabulated by the instrument, and a normative standard of the comparative analysis of inservice training programs is established. Data tables, references, sample forms, and sample workshop evaluation reports constitute a large amount of the document. (LH)

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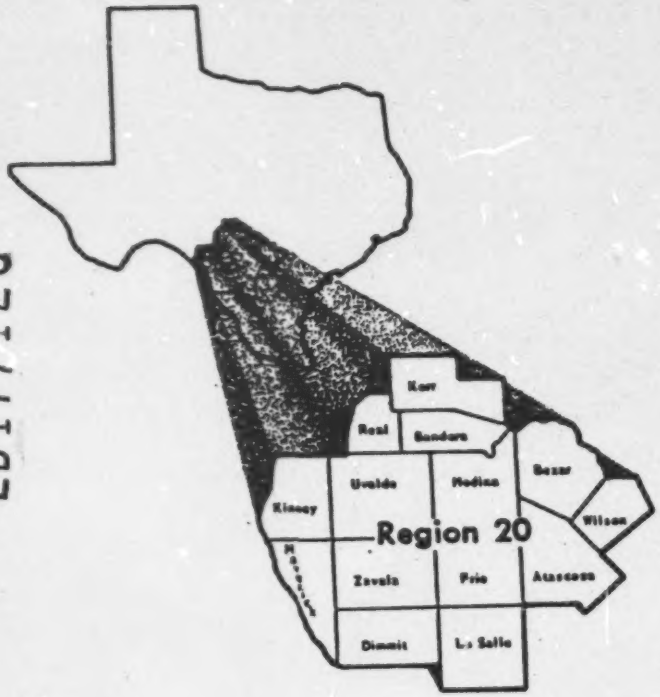

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A NORMED EVALUATION FORM FOR ASSESSING EDUCATIONAL INSERVICE PROGRAMS

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Paper presented at the annual meeting of the
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INTRODUCTION

The State of Texas is divided into twenty intermediate education service agencies whose purpose is to provide services to constituent school districts. The Education Service Center, Region 20, serves over 15,000 educators and approximately 250,000 students within a fourteen county area of South Texas. In July, 1977, an independent evaluation component was established to provide information which could be used to improve existing services.

One of the major services offered by the Center is the inservice training of educators. Because of the importance to the Center of these workshops, it became a priority of the evaluation component to develop means to assess the effectiveness of this training. One possible method was the use of pre and posttests. However, pre and posttests could not be extensively used because the content of the Center workshops is extremely varied and is constantly changing to meet the needs of the educators served. The time required to develop and validate test instruments for so many different workshops was prohibitive. Pre and posttests are being used for workshops that are frequently held and whose content is relatively stable, but other means were needed to evaluate workshops where such tests were not feasible. It should also be noted that pre and posttests can identify in what content area a workshop was ineffective, but they provide little information as to how the workshop should be changed. Since the role of the evaluation component was to provide information for program improvement, data was needed not just on the workshop's content, but also on its conduct. It was, therefore, decided a Workshop Evaluation Form completed by the participants was needed to assess all workshops, regardless of whether it served as the sole evaluation of the workshop or supplimented the information gathered through testing.

In reviewing what kinds of forms were already available, it was found that there have been attempts to develop instruments with widespread applicability for evaluating instruction in other settings (Eagle, 1977; Pohlmann, 1975). However, except for the interest shown by some private corporations (McCallon, 1976; Davis, 1974), little has been done to develop a standardized instrument for educational inservice programs. As a result, persons charged with the evaluation of educational workshops must develop their own instrument. There is a multitude of such "home grown" forms available, but the frequent lack of resources necessary to properly design and refine such an instrument prevents most of them from being as effective as possible. Because of the importance of the workshops to the Center, the evaluation component was in a position to commit the resources needed to make a major effort at developing a quality instrument. Such an instrument was seen as needing to meet the following criteria:

1. Applicable to a wide range of workshops
2. Easy to administer
3. Capable of providing meaningful data
4. Normed

INSTRUMENT DEVELOPMENT

Workshop rating forms developed in various settings were collected, and the items from each instrument were grouped by content area. The aspects most frequently included were identified as being the following:

1. The relevance of the workshop to the participants
2. The manner in which the workshop was conducted (its organization, group participation, having clear objectives, etc.)
3. The effectiveness of the workshop activities
4. The amount of new learning acquired
5. The applicability of the training
6. The overall rating of the workshop
7. Recommendations for future workshops

The fact that different persons in different settings independently determined that questions on these areas were important for evaluating a workshop indicates that a form with items covering these areas would have applicability for many different types of workshops.

In developing items to cover each of these seven areas, decisions had to be made as to how to construct items that were easy to administer and analyze. It was decided that most of the items had to be in some form of multiple choice format, opposed to using open ended questions. This shortens the time for administration, simplifies data tabulations, and provides comparability of responses. More importantly, this was done because field testing indicated that workshop participants were far less likely to respond at all to open ended questions. In order to facilitate the handling of the forms, a decision was made to restrict its length to one page, with questions being printed on the front and back. This was also done because, psychologically, a one page form appears "shorter" than a two page form with the same number of questions, and the participants are more likely to fill it out. Reduction of the print allowed more room for the items and kept the form from looking crowded.

Restriction of the length makes the form easier to administer and handle. It also puts limitations on the meaningfulness of the interpretations that can be made because it restricts the number of questions that can be asked. It should be clear that the goals of "easy to administer and analyze" and of "proving meaningful data" are, to some degree, conflicting, and that what is required is a balancing of the two to maximize the attainment of both. The three major steps taken to insure the meaningfulness of the data are discussed below.

First, several items were added in order to supplement the questions on the seven major areas previously identified. The additional items were selected on the basis of how much they contributed to the interpretation of the data. These determinations were made during field testing of the form. The specific items will be discussed later.

Second, while previously developed forms have frequently relied on Likert scales as the format for the responses of participants, a decision was made in the development of the present form to attempt to avoid their use. This was because of several draw backs that are associated with such scales. One of the sources of error from questionnaires is that of the respondent recording a response that is misrepresentative of what he intends. A factor that contributes to this type of error is having respondents choose from among responses that are not clearly defined. This is usually the case with Likert scales, because the format calls for a number scale with the extremes of some continuum (never-often; agree-disagree) being placed at the extremes of the scale and, possibly, a one or two word description being placed over each of the remaining numbers. It should be noted that this lack of clarity also causes problems in interpretating the data, because the evaluator or workshop presenter are then forced to make decisions as to what the respondents actually meant. Likert scales also cause other problems in terms of interpreting the data. These are the result of the fact that the assumptions are often made that (1) the possible responses will fall somewhere on a continuum (when in fact discrete categories may be present) and (2) the scale is one of equal intervals and thus suitable for parametric statistics (when in fact there is no such assurance of this being the case). To avoid these limitations, an attempt was made to make each of the possible responses to each of the questions as behavioral and specific as possible. While the present responses may not have totally achieved this goal, they are seen as far superior to the typical Likert scale.

Third, one of the seven major areas was identified as being "The manner in which the workshop was conducted." There are a large number of specific aspects in this area on which questions could be asked. For example, audience participation, clear workshop objectives, adequate pre-workshop information and knowledge of the presenter are just a few of the possible aspects that could be focused upon. While individual questions on each of these aspects would result in gaining additional information on the workshop, it would also mean that the form would exceed its prescribed length, or that questions on the other six major areas would have to be eliminated. In order to gather the maximum amount of information possible and still remain within the established length, it was decided to list, as statements, the specific aspects which were considered most important, and allow the participants to indicate for each statement if it was true for this workshop. In selecting which aspects should be included, an argument could be made for the importance of each. The final selections for the present form were based on which aspects proved, during field testing, to be important for interpretation of the data and for the workshop participants.

One of the limitations encountered in analyzing the data was in knowing how large a percentage of participants making a certain response was needed before it should be considered "high", and how small a percentage was needed before considering it "low". Without a frame of reference, it was difficult to make meaningful interpretations. This was further complicated by the finding that almost all the workshops had a very large percentage of participants indicating that it had been very positive and beneficial. For example, the average workshop had about 90% of its participants indicating that they would recommend the workshop to co-workers. This finding supports data collected elsewhere (Lehert, 1975) which indicates that participants responding to this kind of form are frequently reluctant to be critical about a workshop, even if their criticism is constructive. As stated in that study,

> This type of instrument was easy to administer and rather painless to analyze, but it tended to just build trainer ego since the results were almost always positive.

It became evident that, without normative data, problems could only be identified for the most ineffective workshops and little useful information could be provided for the vast majority of workshops.

Beginning about January, 1978, data from the workshops began to be stored for computer analysis. It should be kept in mind that during the development process, four district revisions and numerous minor changes were made in the selection and wording of the items. Because of this, the data saved from earlier workshops was not always comparable with that from later workshops. However, once the wording of items became relatively stable, the data from the workshops was compiled and norms for the common items were established.

DESCRIPTION OF THE WORKSHOPS

The instrument in more or less its present form has been used, to date, in over 300 workshops with a total of over 7,000 participants. While the workshops were extremely varied as to their content and organization, they have been grouped into three general categories. These are listed below along with the typical characteristics of each. Later, the data collected for each category will be presented, and it is important to remember that the differences noted by category may be attributed to not only the content, but also to the characteristics listed below:

1. Bilingual - Many of these workshops were designed to provide the training necessary for teachers to meet the requirments for bilingual educators mandated by the state. The participants were thus frequently required to attend. The workshops were often one day in length, and workshops held on Saturdays were not uncommon. The workshop presentors were frequently outside consultants as opposed to Center staff.

2. Special Education - These workshops were usually a half a day in length and covered topics of particular interest to special education personnel. The attendance of the participants was almost always strictly voluntary, and the workshop presentors were usually Center staff.

3. Instructional - These workshops covered a wide variety of content areas, including reading, mathematics, social studies, education for the Gifted/Talented and counseling. Workshops of two to five days in length were not uncommon, but most were one day. The focus was often on presenting information and training on a specific program, such as a mathematics management system. Attendance was sometimes required of the participants by their districts. The workshop presenters were usually Center staff.

Table 1 presents the number of workshops and participants by workshop category for which comparable evaluation form data has been collected.

TABLE 1

Number of Workshops and Participants by Workshop Category

Workshop Category	Number of Workshops	Number of Participants
Bilingual	127	2,814
Special Education	75	1,784
Instructional	107	2,472

PROCEDURES

The following were procedures for administering and analyzing the workshop forms. When a workshop was scheduled, the presenter obtained from the evaluation component the needed number of evaluation forms and a Workshop Cover Sheet (See Appendix A). This cover sheet contains information on what procedures should be followed. After the completed workshop forms have been collected, the presenter fills out the information requested on the cover sheet. Some of this information (such as the date of the workshop, workshop title and consultant in charge) provides data needed to identify the workshop. The rest (such as length of workshop, major workshop objectives and special circumstances) provide useful information for interpretating the responses. The cover sheet and forms are then returned to the evaluation component.

Once the forms are returned, one of the clerical staff enters the responses from each form into a computer, which tabulates the responses and provides a print-out summarizing the data from that workshop. The cover sheet, the summary print-out and the written comments made on the back of the forms are reviewed and a report on the workshop is written. Several reports actually written during this year are attached (Appendix B) to illustrate the format used to report the data. Finally, a Workshop Coding Sheet (Appendix A) is filled out for each workshop. This data is then key punched and stored for later computer analysis on groups of workshops and on establishing normative data. In order to fit the data from one workshop on to one eighty column computer card, the response categories have been collapsed.

RESULTS

Presented below is a discussion of the items on the Workshop Evaluation Form (Appendix A):

Job assignment and grade level: The first two items provide demographic information on the participants, which is useful in describing the workshop. More importantly, this information is, at times, critical in interpretating the responses. One of the problems that can exist with a workshop is that it addresses only a segment of its participants. If, for example, teachers from all grade levels are present, but the materials and discussions are directed at secondary level educators, elementary educators are unlikely to see the training as relevant or worthwhile. Therefore, if noticable percentage of the participants give negative ratings, the responses are separated to determine if particular subgroups of educaters are more negative than others. The information on school district collected at the top of the form is sometimes used in the same way because rural school districts and urban districts occassionally have different needs and expectations.

Want to attend: Analysis of the workshops revealed that, for various reasons, some participants did not want to attend, but had been required to do so by their districts. This is not often the case since, on the average, it is true for only 9% of the participants. It has been found that this group of participants frequently gave far more negative responses than did the participants who wanted to attend. This is illustrated in Table 2.

TABLE 2

Percentage Agreeing With Selected Items by Participants' Desire to Attend

Selected Items	Participants Wanting To Attend	Participants Not Wanting To Attend
Workshop well organized/ conducted	86%	68%
Content meanginful	83%	43%
Moderate or substantial new learning	77%	52%
Can apply for moderate or large increase in effectiveness	75%	39%

It, therefore, appears that forcing participants to attend causes them to be far more critical of not only the material presented, but also of the manner in which the workshop is conducted. While the percentage of workshops where a noticeable number of participants did not want to attend is small, it was decided that it was important to include this item on the form to identify those workshops where it did occur. Norms on the frequency of occurance are presented in Appendix C.

Conduct of the workshop: Item 4 presents six phases on the conduct of the workshop, and the participants are to indicate which apply to this workshop. The reason why this format is used was explained in the section on instrument development. It was only relatively recently that this format was used with this item. Therefore, the norms presented in Appendix C cover just the instructional workshops.

Length of Workshop: The data on the appropriateness of the length of the workshop indicated some slight differences by workshop category. This is illustrated in Table 3.

TABLE 3

Mean Percentage Per Workshop and Standard Deviation of Those Indicating Workshop Length was "Just Right" by Workshop Category

Workshop Category	Mean Percentage Who Thought Length Was "Just Right"	Standard Deviation
Bilingual	65.0%	20.9
Special Education	68.8%	18.7
Instructional	72.0%	18.0

In actual analysis of the data on the length of the workshop, the percentage who indicate "Just Right" is of limited usefulness. This is because this percentage could be within the average range and still have an unusually high percentage at one of the extremes. Therefore, the focus is on both those who thought it was too long and those who thought it was too short. Norms on both of these aspects are presented in Appendix C.

It should be noted that occassionally a workshop will have both an unusually high percentage indicating it was too long and an unusually high percentage indicating it was too short. In most cases this has been found to be the results of the participants consisting of distinct subgroups. That is, participants of different job titles, grade levels, or school districts perceive the same presentation differently. Grouping the responses by these factors will usually allow identification of which group perceived the workshop to be too long and which perceived it to be too short.

Effectiveness of Activities: The normative data on item 6 is presented in Appendix C. Below average ratings on this item can be indicative of several things, depending on the other information gathered on the workshop. If the rest of the ratings are relatively high, the low ratings on item 6 usually indicates that either the participants were unclear as to what the objectives were or that the presenter changed the direction of the workshop from the stated objectives to something which was more meaningful to that particular group of participants.

Learning: Analysis of the responses to item 7 indicated that there was a striking similarity of responses among the different workshop categories. This is illustrated in Table 4.

TABLE 4

Mean Percentage Per Workshop and Standard Deviation of Those Indicating Moderate or Substantial New Learning by Workshop Category

Workshop Category	Mean Percentage Who Thought Moderate or Substantial New Learning	Standard Deviation
Bilingual	75.5%	21.9
Special Education	77.0%	14.2
Instructional	75.0%	18.0

While these workshops were all in the area of educational inservice, it should be remembered that they were extremely diverse in terms of content, presenters and format. The absence of noticeable differences obtained from such a variety of workshops is interpreted as indicating that, on the average, three-fourths of the participants of almost any educational workshop are willing to say that they acquired new knowledge. Any noticeable divergence from this percentage for a particular workshop is indicative of a special strength or weakness of that workshop. The responses to this item and the items on application are interpretated as being the impact of the workshop. Almost all other items are used to help explain what is found on learning and application. The normative data on this item is presented in Appendix C.

Application: Analysis of item 8 revealed the same pattern as found for item 7. Only slight differences were noted among workshop categories. This is illustrated in Table 5.

TABLE 5

Mean Percentage Per Workshop and Standard Deviation of Those Indicating Moderate or Large Increases in Effectiveness by Workshop Category

Workshop Category	Mean Percentage Who Thought Moderate or Large Increase in Effectiveness	Standard Deviation
Bilingual	72.9%	21.1
Special Education	75.2%	18.2
Instructional	71.2%	19.1

The same interpretation as was made for item 7 was also made for item 8. The normative data is presented in Appendix C.

Additional Assistance: The question on the need for additional assistance is a relatively new addition to the form. The data, which has been collected to date, is presented in Appendix C. An above average percentage saying that no additional assistance is needed is interpretated in one of two ways depending on the responses to the other items. If the responses to the other items are generally positive, a high percentage saying no additional assistance is needed is interpreted as the workshop having met the needs of the participants on the workshop topic. If the responses to the other items are generally negative, then the interpretation is that the topic is one of little interest to the participant.

Recommend to co-workers: Item 10 is intended to get an overall rating of the workshop. Originally, the normative data was compiled by combining the percentage who would definitely recommend the workshop with the percentage who would probably recommend. However, the results indicated that the median percentage was approximately 90%. By the responses being so skewed the usefulness of the information gathered from this item was extremely limited. Therefore, to counterbalance the positive response bias of the participants, the normative data began to be analyzed solely on the percentage who would definitely recommend. The data available is presented in Appendix C.

Open ended items: Item 11 is a means of collecting needs assessment information from educators serviced by the Center. It would not be considered to be a necessary item on forms used in other settings. The three open ended questions on the back of the form are important for providing specific information to assist in interpretating the data. That is, the responses to these items can identify the specific materials, activities and organizational components that contributed to the success or failure of the workshop. The difficulty is that participants frequently do not respond to these items, or, if they do, the responses are vague or very general. However, the value of the specific responses that are collected justify the inclusion of these items on the form.

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Pohlmann, J. A Description of Teaching Effectiveness As Measured by Student Rating, Journal of Educational Measurement, 1975, 12, 49-54.

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FORMS

APPENDIX A

COMPLETE THE COVER SHEET ON THE OTHER SIDE OF THIS PAGE

EDUCATION SERVICE CENTER, REGION 20

EVALUATION SERVICES

ADMINISTRATIVE DIRECTIONS — WORKSHOP EVALUATION FORM

In order to assure that as many participants as possible express valid judgments on this workshop, the following steps should be taken in administering the Workshop Evaluation Form.

- Schedule a specific time on the agenda for participants to complete the evaluation forms (usually the final ten minutes of the workshop).
- Pick up a sufficient number of evaluation forms from your component secretary or Evaluation Services.
- Insure that all participants have an evaluation form at the beginning of the workshop. This is best accomplished by including the form with any handouts or passing it out before the workshop begins. This procedure will increase the percentage of participants completing the evaluation form.
- Paraphrase closely the following directions at the start of the workshop, along with your other introductory comments:

  > "As a part of Region 20's continuing efforts to improve the quality of its services, a formal evaluation of this workshop will be conducted. Each of you should have an evaluation form. At the conclusion of this workshop, ten minutes will be set aside to allow you to give us your judgments. If you need to leave early but have stayed long enough to give us valid information, please complete the form before you go."

- Conduct the evaluation of the workshop as a <u>formal</u> <u>activity</u>, introducing it by...

  > "Your judgments on the quality of our programs are important to us. Please take the next ten minutes to tell us honestly about what you learned in this workshop. Thank you."

- Collect the Workshop Evaluation Forms.
- Complete the Consultant's Cover Sheet.
- Return the Cover Sheet, Workshop Evaluation Forms, and register (or copy) within 3 working days to Evaluation Services for processing.

Use the Workshop Evaluation Report from Evaluation Services to help you make decisions about improving the workshop.

Education Service Center,
Region 20

Rev. 8/15/78
Evaluation Services

READ THE DIRECTIONS ON THE BACK OF THIS SHEET

WORKSHOP COVER SHEET

Workshop Title: _____

Date(s) of Workshop: _____ Number of Participants: _____ (from signup sheet)

Project this workshop is sponsored/funded by: _____ Length of Workshop (Hours): _____

Consultant(s) in charge: _____

Non-ESC-20 Consultant(s):

Name	Institution	Length (hours) of presentation
_____	_____	_____
_____	_____	_____

Were there any special circumstances that affected the quality of this workshop?:

_____

_____

_____

_____

What were the most important learner objectives planned for this workshop? (To save yourself time you may staple supporting material and underline the objectives.)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

ATTACH COPY OF REGISTER

ESC-20 WORKSHOP EVALUATION FORM (Rev. 10-23-78)

Workshop Title_____ Date(s)_____

School District_____ Campus_____

INSTRUCTIONS: READ EACH ITEM CAREFULLY. CHECK (✓) THE BOX THAT BEST APPLIES TO YOU. LEAVE BLANK ANY ITEMS YOU DO NOT UNDERSTAND OR DO NOT APPLY TO YOU. ITEMS WITH MORE THAN ONE BOX CHECKED CANNOT BE COUNTED.

1. What is your current job assignment?

1 ☐ Regular Education Administrator/Supervisor
2 ☐ Special Education Administrator/Supervisor
3 ☐ Regular Education Teacher
4 ☐ Special Education Teacher
5 ☐ Bilingual Education Teacher
6 ☐ Adult Basic Education Instructor
7 ☐ Guidance Counselor
8 ☐ Aide

Other (Specify_____)

2. At what level is your current job assignment?

1 ☐ Early Childhood (Pre-Kindergarten)
2 ☐ Elementary (Including Kindergarten)
3 ☐ Junior High/Middle School
4 ☐ High School
5 ☐ All Levels (K-12 or pre K-12)

Other (Specify_____)

3. Was your attendance at this workshop primarily...

1 ☐ Initiated at your request?
2 ☐ A requirement you felt good about?
3 ☐ A requirement you would rather not have had?

FOR ITEMS 4a TO 4f, CHECK YES OR NO INDICATING IF THE PHRASE APPLIES TO THIS WORKSHOP.

	NO[1]	YES[5]	
4a.	☐	☐	Adequate preworkshop information
4b.	☐	☐	Held at a convenient time
4c.	☐	☐	Adequate facilities
4d.	☐	☐	Well organized/conducted
4e.	☐	☐	Appropriate audience participation
4f.	☐	☐	Content covered in the workshop was meaningful

5. How appropriate was the length of the workshop for accomplishing the objectives?

1 ☐ Much too long
2 ☐ Somewhat long
3 ☐ Just right
4 ☐ Somewhat short
5 ☐ Much too short

6. What proportion of the workshop was spent in activities contributing to the accomplishment of workshop objectives?

1 ☐ Hardly any time
2 ☐ About 1/4 of the time
3 ☐ About 1/2 of the time
4 ☐ About 3/4 of the time
5 ☐ Nearly all the time

7. Did you learn anything from this workshop?

1 ☐ I acquired little or no new knowledge.
2 ☐ I acquired little or no new knowledge, but I am more interested in the topic.
3 ☐ I acquired some limited new knowledge, attitudes, or skills.
4 ☐ I acquired a moderate amount of new knowledge, attitudes, or skills.
5 ☐ I acquired substantial new knowledge, attitudes, or skills.

8. To what extent will you be able to apply what you learned in this workshop?

1 ☐ I see little or no application.
2 ☐ I might apply it, but first I need to learn more.
3 ☐ I will apply it; it could result in a small increase in my effectiveness.
4 ☐ I will apply it; it could result in a moderate increase in my effectiveness.
5 ☐ I will apply it; it could result in a large increase in my effectiveness.

9. Would any additional assistance be necessary in order for you to implement the training you have received?

1 ☐ No, none is necessary.
2 ☐ Yes, follow-up workshops needed.
3 ☐ Yes, consultant visits needed.
4 ☐ Yes, both workshops and visits needed.

10. In summary, would you recommend that persons with responsibilities similar to yours attend this workshop?

1 ☐ Definitely not
2 ☐ Probably not
3 ☐ I am not sure
4 ☐ Probably
5 ☐ Yes, definitely

11. Currently, what are your greatest needs as an educator? (Note: Data from this question will be used by Region 20 for planning new services and modifying existing services.)

PLEASE USE BACK TO PROVIDE ADDITIONAL COMMENTS ON HOW TO IMPROVE THE WORKSHOP.

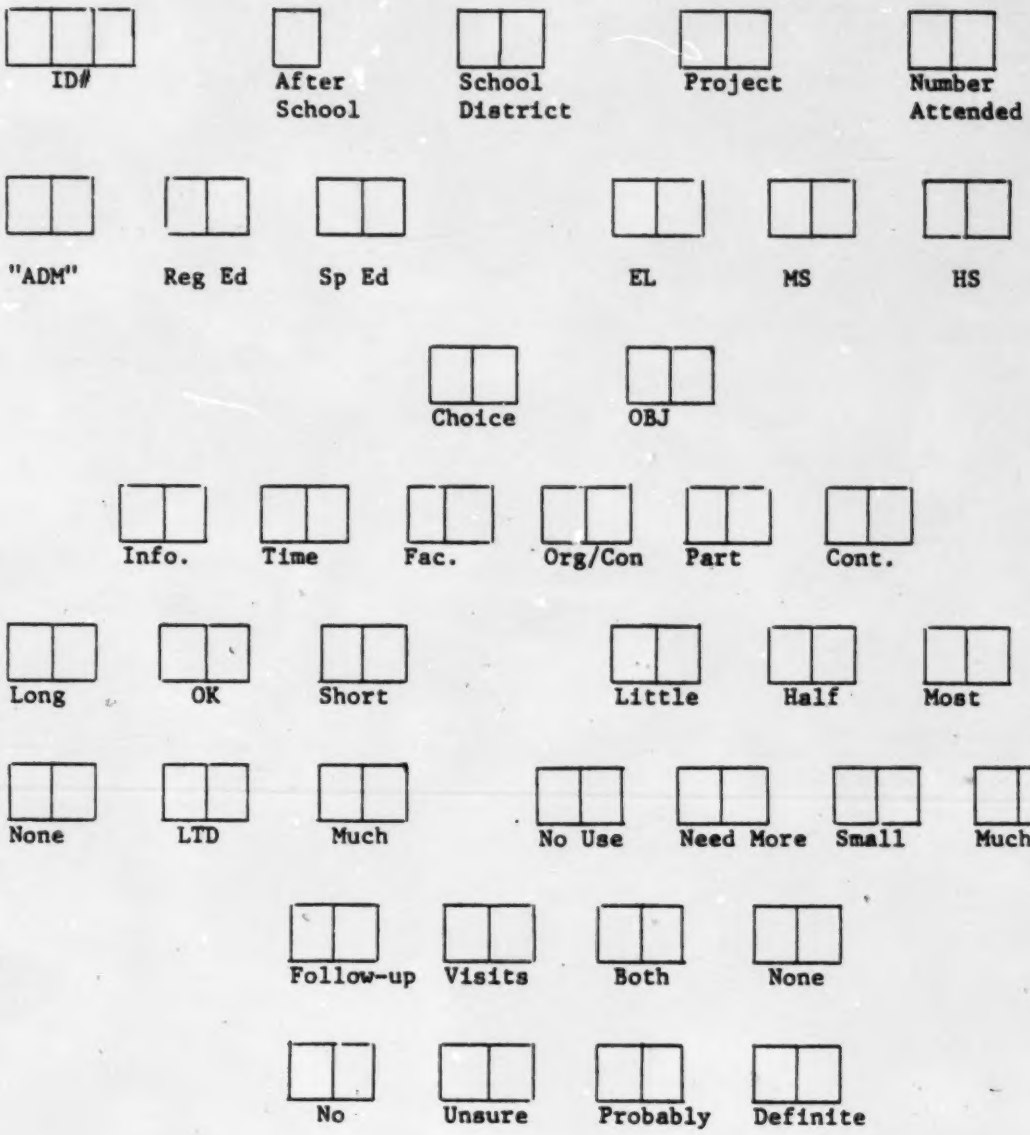
12. *Specifically, what aspect of this workshop was most beneficial?*

13. *Specifically, how could this workshop have been improved?*

14. *Any additional comments or suggestions?*

WORKSHOP CODING SHEET

Title:_____ Project:_____ Date:_____



SAMPLE REPORTS

APPENDIX B

Evaluation Services
1978 - 79
John Andrews

WORKSHOP EVALUATION REPORT

IDENTIFICATION

Title:	
Date of Workshop:	October 19, 1978
Consultant/Component:	
Evaluation Consultant Preparing this Report:	Jackie Mulhern

DESCRIPTION OF WORKSHOP

Number attending:	36
Length:	2 hours
Frequent ISD's represented:	Archdiocese of San Antonio (100%)
Frequent roles represented:	Regular Education Teachers (88%), Aides (9%)
Frequent levels represented:	Elementary (68%), Middle School (24%)
Outside Consultant:	No
Reasons for coming:	Wanted to attend (100%)

MAJOR FINDINGS

Overall, the participants of this workshop acquired some useful knowledge and skills. About 60% of the participants indicated that they had acquired new knowledge, representing the 19th percentile on the established norm for this item. It is somewhat inconsistent that the percentage for learning was below average, yet a very high percentage (89%) indicated that the content was meaningful to them, and all the participants (100%) would recommend this workshop to co-workers. One possible reason for the inconsistency is that the participants did learn much helpful information, but perhaps felt there was much more to learn. In fact, 46% of the participants expressed a need for follow-up workshops and 30% believed that both additional workshops and consultant visits were necessary before they could implement this training. Another possible explanation is that while they did not acquire much new knowledge, the participants felt that the knowledge they did acquire would be useful to them. As mentioned above, 60% believed they learned new skills. A higher percentage (75%) believed this training could increase their effectiveness when applied in their classroom. This percentage is within normal range, and represents the 47th percentile for application of knowledge.

The participants believed this workshop was well organized. While 58% indicated that the amount of time provided was sufficient, a high percentage (25%) stated that the workshop was too short. This is probably due to the fact that almost three-fourths of the participants arrived about 30 minutes late for this two hour workshop. About 69% of the participants believed that at least one half the time was spent working on the objectives of the workshop. Table 1 lists six workshop characteristics and the percentages of participants indicating each item that applied to this workshop. A very high percentage of participants indicated that the workshop content was meaningful and that the audience participation was adequate. All other percentages were within a normal range.

TABLE 1

Workshop Characteristics	Percentage
Adequate preworkshop information	26%
Held at a convenient time	64%
Adequate facilities	72%
Well organized/conducted	75%
Appropriate audience participation	75%
Content covered was meaningful to me	89%

Some of the participants responded to the question concerning the most benaficial aspect of the workshop. Typical remarks are listed below.

"Movies and role playing."
"Plan making."
"The relationship of teacher and child is important."
"The idea of the reality therapy, especially the value judgment."
"Seeing the Glasser models in application - hearing how it can be used outside as well as inside the classroom."

Some suggestions for improving the workshop are as follows.

"I would like to see more time given to group role playing."
"Maybe a follow-up."
"More explanation of steps and procedures."
"More help on how to handle group problems in the classroom."
"Cut the film - more demonstration and practice."

Approved John Andrews
John Andrews, Evaluation Manager

Evaluation Services
1978 - 79
John Andrews

WORKSHOP EVALUATION REPORT

IDENTIFICATION

Title:

Date of Workshop: November 14, 1978

Consultant/Component:

Evaluation Consultant Preparing this Report: Jackie Mulhern

DESCRIPTION OF WORKSHOP

Number attending: 16

Length: 4 hours

Frequent ISD's represented: Bexar County ISD's (63%), Kerrville (13%)

Frequent roles represented: Regular Education Administrators (100%)

Frequent levels represented: Junior High (50%), High School (50%)

Outside Consultant:

Reasons for coming: Wanted to attend (100%)

MAJOR FINDINGS

Overall, the participants believed they acquired some new knowledge and skills at this well organized workshop, but feel they need more training on this topic. About 56% of the participants indicated that they acquired new knowledge, and this percentage represents the 16th percentile for learning on the established norms. There was a noticeable difference between the responses from the Junior High administrators and the High School administrators. Only 29% at the Junior High level indicated that they learned much new information, yet 88% at the High School level indicated this. While 57% of participants stated that they would apply this training with the expectation of noticeably increasing their effectiveness, a high percentage (31%) felt they needed more information before they could use what they learned. Half the group (50%) felt follow-up workshops were needed. This workshop is, in fact, the second of a series of six planned for the administrators. In all, 94% of the participants would recommend this workshop for co-workers.

As mentioned before, the participants felt this workshop was very well organized. Though 25% of the group stated that the workshop was too long, the majority (63%) believed the amount of time provided was appropriate. About 83% of the participants indicated that at least three-fourths of the time was spent working on the objectives of the workshop. Table 1 list six characteristics of an organized workshop and the percentages of participants who indicated each item that applied to this workshop. All of the percentages are very high, particularly "Adequate preworkshop information" and "audience participation."

TABLE 1

Workshop Characteristics	Percentages
Adequate preworkshop information	100%
Held at a convenient time	88%
Adequate facilities	94%
Well organized/conducted	94%
Appropriate audience participation	94%
Content covered was meaningful	87%

The following are some of the participants' remarks concerning the most beneficial aspect of the workshop.

"Learning from others present."
"The open discussion on topics of concern."
"Meeting with persons from other schools. Keeping abreast of what is happening in other schools."

Suggestions for improving the workshop are listed below.

"Small groups - each person present a vital problem and get other members to give their suggestions on how to solve them."
"The coffee was great and timely."
"More materials-not enough to go around."
"Division of the different size schools. Small schools problems are not the same as the larger ones."

Approved John Andrews
John Andrews, Evaluation Manager

Evaluation Services
1978 - 79
John Andrews

WORKSHOP EVALUATION REPORT

IDENTIFICATION

Title:

Date of Workshop: October 26, 1978

Consultant/Component:

Evaluation Consultant Preparing this Report: Jackie Mulhern

DESCRIPTION OF WORKSHOP

Number attending: 87

Length: 5 hours

Frequent ISD's represented: Bexar County ISD's (44%), Other Region 20 ISD's (56%)

Frequent roles represented: Regular Education Teachers (59%), Administrators (26%)

Frequent levels represented: High School (33%), Middle School (26%)

Outside Consultant: No

Reasons for coming: Wanted to attend (95%)

MAJOR FINDINGS

Overall, the participants of this workshop acquired a moderate amount of new and useful knowledge. About 73% indicated that they learned new skills and information, and about the same percentage (74%) believed they could apply this training to noticeably increase their effectiveness as educators. On the established norms, these percentages represent the 38th percentile for learning and the 45th percentile for application of the knowledge. About 11% stated they needed more information before they could effectively apply this training. In all, 36% expressed a need for follow-up workshops and 27% thought both additional workshops and consultant visits were necessary before they could utilize these new skills. A majority of the participants (65%) stated that they would <u>definitely</u> recommend this workshop for co-workers.

The participants believed this workshop was well organized. About 77% indicated that at least three-fourths of the time was spent working on objectives of the workshop. The amount of time provided was sufficient for 56% of the participants, while about 23% stated it was too short and 21% believed it was too long. Many of the participants who felt the workshop was too long remarked that the size of the crowd was detrimental to the overall effectiveness of the workshop. Table 1 lists six workshop characteristics and the percentage of participants who indicated each item that applied to this workshop. A below average percentage believed the facilities were adequate and that the workshop was well conducted. Several participants remarked that during the mini-workshops, the noise was distracting, and that separate locations for each group would have been helpful. All other items in Table 1 were rated average.

TABLE 1

Workshop Characteristic	Percentage
Adequate preworkshop information	31%
Held at a convenient time	60%
Adequate facilities	40%
Well organized/conducted	61%
Appropriate audience participation	50%
Content covered was meaningful for me	62%

The participants responded to the question concerning the most beneficial aspect of the workshop. Some typical remarks are listed below.

"Confluent strategies in the math classroom."
"Idea of infusion of material into curriculum."
"The different choices of topics to attend were helpful. Giving people a choice of what they will learn makes the information a little more meaningful."
"Small group interaction."
"Moral dilemma strategies."

Some of the participants suggestions for improving the workshop are as follows.

"A longer period of time spent on most aspects."
"Work on real life problems of today, 1978, that are in our schools and towns."
"More room for the different mini-workshops. Noise from other groups was distracting."
"The air conditioner could have been turned on."
"Teacher (speaker) show up on time. Longer lunch period."

Approved John Andrews
John Andrews, Evaluation Manager

Evaluation Services
1978 - 79
John Andrews

WORKSHOP EVALUATION REPORT

IDENTIFICATION

Title:

Date of Workshop: October 16, 1978

Consultant/Component:

Evaluation Consultant Preparing this Report: Jackie Mulhern

DESCRIPTION OF WORKSHOP

Number attending: 18

Length: 1½ hours

Frequent ISD's represented:

Frequent roles represented: Regular Education Teachers (81%), Special Ed. (06%)

Frequent levels represented: Elementary (83%), Junior High (17%)

Outside Consultant: No

Reasons for coming: Wanted to attend (82%), Didn't want to attend (19%)

MAJOR FINDINGS

This workshop was very beneficial to the participants. All the participants (100%) indicated that they had acquired new knowledge and skills. About 87% of the participants believed the training could result in a noticeable increase in their effectiveness when applied in the classroom. On the norms established on these items, the percentages represent the 99th percentile for acquiring knowledge and the 77th percentile for application of the training. An exceptionally high percentage (79%) stated that they would be able to implement this training without any further assistance. This would imply that the workshop met the participants' needs on this topic. In all, 94% of the participants would recommend this workshop to co-workers.

The participants indicated that the workshop was well organized. A high percentage (94%) believed the amount of time provided was appropriate for this topic. In addition, 88% stated that at least three-fourths of the time was spent working on the workshop objectives. Table 1 lists six workshop characteristics and the percentage of participants indicating each item that applies to this workshop. In general, these percentages are within normal range. However, a relatively low percentage stated that the preworkshop information was adequate. An above average percentage noted that the content was meaningful to them.

TABLE 1

Workshop Characteristic	Percentage
Adequate preworkshop information	12%
Held at a convenient time	53%
Adequate facilities	47%
Well organized/conducted	71%
Appropriate audience participation	53%
Content covered was meaningful to me	82%

The participants commented on the most beneficial aspects of the workshop. Some of the typical remarks are listed below.

"Materials brought to show various ideas."

"The creative writing ideas."

"Excellent delivery... well prepared."

"Well-paced-offered parctical ideas."

Suggestions given for improving the workshop are as follows.

"Provide more ideas, but this would require more time."

"Just more ideas!"

"Make materials; receive specific lists."

Approved John Andrews
John Andrews, Evaluation Manager

Evaluation Services
1978 - 79
John Andrews

WORKSHOP EVALUATION REPORT

IDENTIFICATION

Title:

Date of Workshop: October 31, 1978

Consultant/Component:

Evaluation Consultant Preparing this Report: Jackie Mulhern

DESCRIPTION OF WORKSHOP

Number attending: 23

Length: 2½ hours

Frequent ISD's represented: Bexar County ISD's (76%)

Frequent roles represented: Administrators (50%), Specialists (36%)

Frequent levels represented: All Levels (59%), Elementary (23%), High School (14%)

Outside Consultant:

Reasons for coming: Wanted to attend (100%)

MAJOR FINDINGS

Overall, the participants of this workshop acquired a moderate amount of new knowledge. About 78% stated that they learned new information and skills, yet an unusually low 29% believed this training will increase their effectiveness as educators. On the norms established for these items, these percentages represent the 47th percentile for acquiring new knowledge and the 2nd percentile for applying the knowledge. A majority of the participants (67%) indicated that they might apply this training after learning more about this subject. About 36% needed follow-up workshops, while 45% wanted additional workshops and consultant visits before implementing the training. In all, 81% would recommend this workshop to co-workers.

The workshop participants indicated that this workshop was fairly well organized. Though 65% stated that the amount of time alloted was adequate, an appreciable percentage. (22%) indicated the workshop was too long. However, an exceptionally high percentage (95%) perceived that at least three-fourths of the time was spent working on workshop objectives. Table 1 lists six workshop characteristics and the percentage of participants who indicated that these items apply to this workshop. These percentages are within normal range, with the exception of "facilities" and "audience participation", both of which are below average.

TABLE 1

Workshop Characteristics	Percentage
Adequate preworkshop information	22%
Held at a convenient time	43%
Adequate facilities	39%
Well organized/conducted	74%
Appropriate audience participation	13%
Content covered in the workshop was meaningful for me	74%

The objective of this workshop was to familiarize participants with project MATCH. Perhaps the introductory nature of the workshop was partly responsible for the low ratings on "application of knowledge." Also, it is possible that more audience participation would have resulted in more information on application being provided to the participants.

The participants were asked to comment on the most beneficial aspect of the workshop. Some of the typical responses are listed below.

"Learning about a more sophisticated career ed. model."

"Information on materials."

"Discussions of Sample Units."

"The actual making me aware of the program and material available."

Suggestions given for improving the workshop are as follows.

"By providing each workshop attendant with samples of the units of various components of the Match project."

"More materials for review, specifically, on detailed units for each grade level."

Approved John Andrews
John Andrews, Evaluation Manager

NORMS

APPENDIX C

Norms For Items 3 and 4

Percentile	Not Wanting to Attend		Percentage for Workshop					
	Bilingual	Instructional	Information	Time	Facilities	Organized	Participation	Meaningful
5th			12%	24%	28%	53%	17%	44%
10th			14%	32%	31%	56%	31%	50%
15th			18%	38%	38%	62%	35%	56%
20th			20%	43%	39%	67%	38%	59%
25th			21%	46%	42%	72%	42%	63%
30th			23%	49%	47%	75%	45%	65%
35th	3%		25%	54%	51%	78%	49%	67%
40th	5%		27%	57%	58%	80%	53%	70%
45th	6%	1%	30%	60%	61%	82%	58%	74%
50th	7%	3%	32%	63%	65%	83%	62%	77%
55th	9%	4%	35%	68%	71%	86%	64%	81%
60th	11%	5%	38%	81%	81%	88%	67%	85%
65th	12%	7%	42%	85%	85%	90%	74%	88%
70th	14%	10%	48%	87%	86%	92%	79%	90%
75th	19%	12%	60%	89%	89%	94%	88%	94%
80th	22%	14%	69%	92%	94%	97%	93%	96%
85th	27%	18%	81%	94%	99%	99%	96%	98%
90th	33%	24%	88%	96%			99%	99%
95th	38%	30%	92%	98%				

Norms For Item 5

Percentile	Much or Somewhat Too Long			Much or Somewhat Too Short		
	Bilingual	Special Ed.	Instructional	Bilingual	Special Ed.	Instructional
5th						
10th						
15th						
20th	4%					
25th	6%	10%	2%			4%
30th	10%		4%	4%		6%
35th	12%		5%	5%		7%
40th	13%	15%	6%	6%	10%	8%
45th	14%		7%	7%		9%
50th	16%	17%	9%	8%	12%	11%
55th	20%		11%	10%		12%
60th	22%	20%	13%	11%	17%	13%
65th	24%		16%	12%		15%
70th	25%		17%	13%		17%
75th	32%	21%	18%	17%	19%	19%
80th	38%		20%	21%		22%
85th	43%		22%	24%		26%
90th	51%	33%	28%	33%	27%	33%
95th	61%		33%	45%		50%

Norms on Item 6, 7 and 8

Percentile	3/4 or More Time Spent On Objectives			Moderate or Substantial New Learning	Moderate or Large Increase in Effectiveness
	Bilingual	Special Ed.	Instructional		
5th	41%	51%	45%	41%	33%
10th	47%	57%	51%	54%	40%
15th	50%	65%	53%	60%	53%
20th	52%	68%	57%	65%	59%
25th	56%	72%	62%	67%	63%
30th	59%	76%	64%	72%	67%
35th	63%	77%	66%	74%	70%
40th	65%	80%	67%	76%	72%
45th	67%	82%	70%	78%	75%
50th	69%	84%	74%	80%	77%
55th	71%	85%	77%	82%	78%
60th	74%	86%	79%	84%	80%
65th	76%	87%	81%	86%	81%
70th	79%	88%	82%	89%	84%
75th	82%	90%	84%	90%	87%
80th	84%	93%	88%	92%	89%
85th	88%	94%	91%	94%	92%
90th	91%	96%	92%	97%	95%
95th	93%	98%	96%	99%	99%

Norms for Items 9 and 10

Percentile	No Need for Additional Assistance	Would Definitely Recommend Workshop
5th	5%	23%
10th	9%	30%
15th	12%	39%
20th	18%	44%
25th	21%	47%
30th	24%	49%
35th	28%	52%
40th	30%	55%
45th	32%	59%
50th	35%	63%
55th	40%	65%
60th	42%	67%
65th	46%	69%
70th	50%	73%
75th	56%	74%
80th	58%	77%
85th	63%	81%
90th	67%	84%
95th	75%	90%